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ABSTRACT

This paper focuses on the need for increased sensitivity and responsiveness in international education and training project evaluations, particularly those in Third World countries. A conceptual-theoretical framework for designing and developing models appropriate for evaluating education and training projects in non-Western cultures is presented. This holistic framework addresses procedures and models that provide evaluative support for project planning, design, implementation, and management. Conceptually, education and training in any country can be described in terms of types, cycles, systems and subsystems, kinds of output, ultimate goals, and the quality of the natural human resource pool. The cultural aspect, as well as the social and economic aspects, of educational and training projects for developing countries must be considered. It is concluded that the following seven cultural factors must be addressed: (1) social systems and institutions; (2) interpersonal relationships; (3) polities; (4) politics; (5) religion; (6) economic systems; and (7) educational and technological bases. The evaluation scope and intensiveness (depth) and identification of the appropriate evaluator must also be addressed. (TJH)

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EVALUATION IN CROSS-CULTURAL CONTEXTS: PROPOSING A FRAMEWORK FOR INTERNATIONAL EDUCATION AND TRAINING PROTECT EVALUATIONS

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ABSTRACT

Most models and designs used in the evaluation of education and training projects in developing countries are products of Western concepts, theories, and assumptions. They seem to seriously lack cultural sensitivity and situational responsiveness expected of cross-cultural evaluations. Frequently, these evaluations are conducted by expatriates who quite often fail to recognize the influence of prevailing cultural antecedents. Furthermore, there are no existing universally accepted models nor is there an appropriate framework for designing such models. This paper focuses on the need for increased sensitivity and responsiveness in international education and training project evaluations. Consequently, it sets forth a conceptual-theoretical framework on which to design and develop models appropriate for evaluating education and training projects in non-Western cultures.

INTRODUCTION

Background

Planning and implementing education and training projects for countries of the Third World is an important aspect of the International Development Cooperation (CIDC) process. In theory, the planning process should be based on and guided by years of experience gained from previous project evaluations. Unfortunately, this is seldom the case in actual practice.

Short as it is, the historical continuum of the international human resource development process is extensively characterized by failures most of which are repeated mistakes (Carty and Smith, 1981; Paddock and Paddock, 1973) resulting from decisions made by project planners. The evaluation findings and recommendations on which these planners base those decisions usually are not meritorious. Consequently, subsequent projects tend to show no discernible improvement over those before them. Appropriate and effective International Education and Training (IE&T) project evaluation is <u>essential</u>. The primary goal of IE&T evaluations should be to provide meaningful information for improved decision-making and ultimately quality projects.

The Dilemma of the IE&T Evaluator: An Illustrative Scenario

In order to illustrate the dilemma which seems to confront most, if not all, IE&T project evaluators, we shall construct a scenario that is not at all uncommon. Imagine yourself sitting in your office anywhere in the Western World one early afternoon and the phone rings. The person on the line is with an international consulting firm and is extending you an invitation to evaluate an agricultural development project in, say, Sierra Leone, West Africa. After the initial discussion of details on the would be assignment and a review of your schedule, you accept the offer. You both hang up the phones.

Shortly after you reflect on the challenge ahead and begin to wonder how you should prepare for that particular assignment, which is your first. You carefully search your personal library for relevant literature on project evaluation and come up with some publications on the subject. However, all treat evaluation through the Western "cultural looking-glasses". But you recognize that your activities will be conducted cross-culturally. Even more importantly, the project in question is contexted in a non-Western culture.

Your full recognition of the context leads you to yet another awareness. It relates to the role heightened cross-cultural sensitivity (Patton, 1985) and situational responsiveness (Patton, 1985 Unesco, 1974) should play in ensuring success in your first evaluation assignment. So you rush to the main library of the

nearest major university in search of more information on IE&T evaluation. A thorough search uncovers very few texts.

Then ask yourself: On what designs or models have past IE&T project evaluations been based? And whatever happened to the reports on these evaluations? An even more fundamental question would be: Is there an appropriate framework for IE&T project evaluation models?

Attempts to answer the above queries lead you to the realization that IE&T project evaluation is not only a new enterprise, but that it is inconsistent and unsystematic in practice. Your real major discovery in this episode is that IE&T project evaluation practice lacks an adequate conceptual-theoretical basis (Unesco, 1984). It has no framework on which to design and develop appropriate models for effective and useful evaluations. This explains why most of the colleagues you called up on the phone intimated that the "designs" they employed while on assignment were a matter of individual preference. Where do you go from here?

In sum, IE&T project evaluation is truly one of the problematiques of IDC as illustrated by the works of Carty and Smith (1983) on CIDA, Paddock and Paddock (1973) on USAID, Selim (1983) on the world bank and Unesco (1984). Thus, a Unesco (1984) publication observed that "most of the evaluation methods and procedures currently available, which have been designed for conditions in developed countries, may not lend themselves to the evaluation of programs and projects in many developing countries". Hyman (1985) points to aid-donor biases when projects are evaluated as a critical issue and problem international project evaluations.

WHAT THE IE&T PROJECT EVALUATOR NEEDS

The IE&T project evaluator, especially the newcomer, needs reassurance of success in her/his maiden assignment. This requires proof of effort on the part of the international development community, in particular aid-donor agencies, governments, and foundations. IE&T project evaluation needs to be carefully conceptualized and theorized in cross-cultural contexts of the developing world in order to provide a sound framework on which to develop models and designs for such evaluations.

The primary purpose of this paper, therefore, is to set out a holistic framework on which culturally more sensitive and responsive IE&T project evaluation models, designs and procedures could be based in order to provide meaningful and usable information for improved project planning, design, implementation and management.

EVALUATION AND EVALUATION MODELS: AN OVERVIEW

Evaluation means different things to different people. It encompasses many things with respect to what it is , why it is conducted, use of its findings, and how it should be conducted. A myriad of definitions exists for the concept of evaluation. Also, the purposes for conducting evaluation differ substantially, but all purposes seem to center on three propositions as identified by Hyman (p. 143): to "examine the effectiveness of the projects design, estimate the production and distribution of outputs and assess the impacts".

Models serve as "valid theoretical and methodological alternatives for the study of reality" according to Albizuri (1982, p. 19). Contemporary evaluation is only now just emerging as a professional enterprise. It is still in its formative years. However, its short history has been characterized by the emergence of many "models". These models have been based on what Guba and Lincoln (1982) refer to as "organizers". Below is a synopsis of main "organizers" used in the more dominant evaluation models especially for education programs.

The Tyler (1950) model pioneered the field of contemporary evaluation. Its organizer were behavioral objectives. Diametrically opposed to the Tyler model is Seriven's (1972) goal-free model, which is concerned with both intended and unintended outcomes. Several other models lie between the two. They include PSIR (Bennett, 1972), decision-making (Cronbach, 1963), discrepancy (Provus, 1971), countenance (Stake, 1967), utilization-focused (Patton, 1980) and the naturalistic approaches of Guba and Lincoln (1982).

It is noteworthy to point out that these "models" are all products of Western thoughts and concepts. They were not designed to address the evaluation needs of developing countries. Nonetheless, evaluation "models" seem to serve some function in these countries. Guba and Lincoln (1982) lament that in the United States, failure to effectively use evaluation findings has become a serious problem. They further charged that most evaluation results lack any worthwhile meaning. However, their appropriateness hence usefulness in the non-Western context is rather questionable according to Unesco (1984). Therefore, continued attempts to export these models to developing countries for use only demonstrates professional non-responsiveness (Patton 1985;1980). Consequently, IE&T project evaluators should collaborate with aid-donor countries beneficiary governments and the international development agencies to carefully re-think the IE&T project evaluation process. They should seek comprehensive conceptualization and theorizing of the process.

No single evaluation model could satisfactorily serve a universal purpose in IE&T project evaluation. Therefore, the

international development community needs a holistic framework to guide the design of models which are contextually appropriate. Such a framework should account for the often neglected cultural variables of the society.

PROPOSING A FRAMEWORK

A description of a proposed framework based on conceptual and theoretical foundations is presented in three sections. The first describes the basic flow through the natural education and training process. Next, the paper addresses those critical cultural variables that strongly and significantly influence the degree to which intended development projects undertaken as education and training activities impact the targeted beneficiaries. Finally, there is a discussion on the phases, guidelines and principles we consider essential for an effective project evaluation. Additionally, a number of praxeological considerations are also presented.

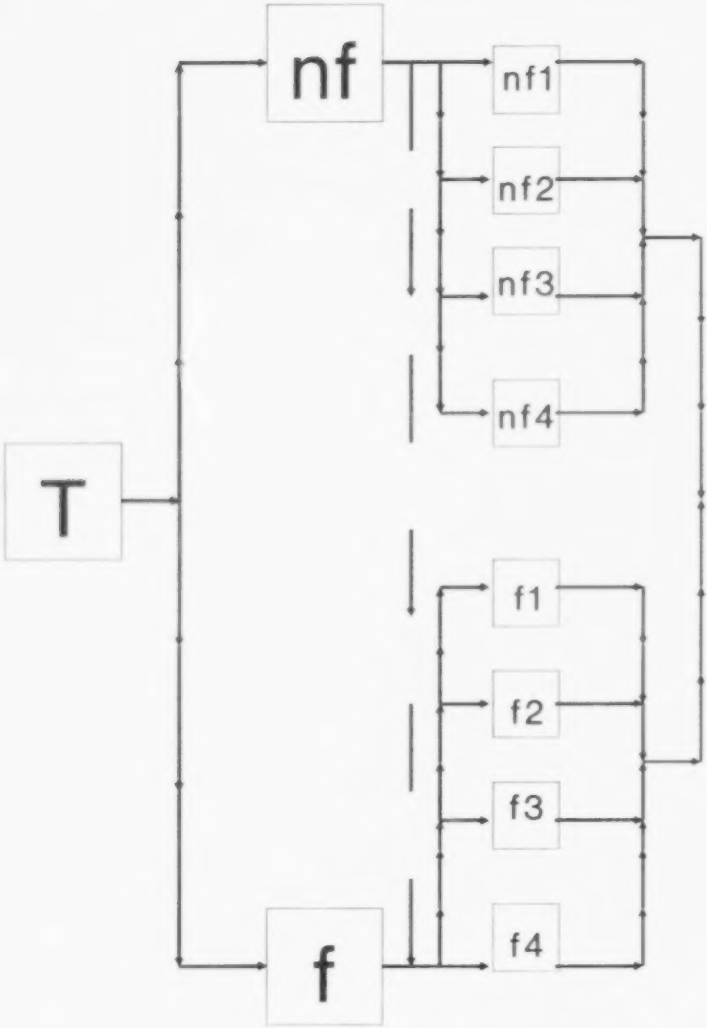
Conceptual and Theoretical Foundations

Conceptually, education and training (IE&T) in any country can be described in terms of types, cycles, systems and sub-systems; then of kinds if output, and purpose or ultimate goal in term; of the quality of the natural manpower pool.

Cycles of Education and Training

There are two main types of E&T: formal and non-formal as illustrated in Figure 1. In many developing countries formal E&T, commonly referred to as "schooling", is provided at four cycles--primary, secondary (or post-primary), tertiary (or post-secondary) and what is herein referred to as "quaternary" (or university). There is a need to make a distinction between the last two cycles. Tertiary cycle E&T, as used herein, refers to programmes of schooling beyond secondary education but below university level. It is post-secondary E&T and includes teacher training colleges and polytechnics or technical institutes. Due to the high rates of inaccessibility to higher education, the academic aspirations of most students in the developing countries are forcibly terminated at this cycle. "Quaternary" E&T is used to refer to true university education. It is, in most countries, for the select few.

Non-formal E&T consists of programmes usually designed and conducted to help enrollees enrich themselves, advance professionally, or attain adequate entry-level skills for a trade


nf
nf1
nf2
nf3
nf4
T
f1
f2
f3
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f

Figure 1.
Main Modes for Delivering Education and Training.
(bin Yahya, Richardson, and Riley; 1986)

T = Type of Mode
f = Formal IE&T
nf = Non-formal IE&T
nf1-nf4 - seminars, workshops clinics, institutes
f1 = primary cycle
f2 = secondary cycle
f3 = tertiary cycle
f4 = quarternary cycle

or vocation. They could be in-service training, seminars, workshops, conferences, demonstrations, field days, field trips, special institutes, etc.

Components of IE&T Cycles

The organizational structure for each of the four cycles of E&T at the national level in many developing countries seem to suggest the existence of four principal components or "sub-systems" (Soumelis, 1977). Figure 2 shows these to be the policy (including mission and goals) statement, logistics, control (as monitoring or evaluation or the Inspectorate) and the transformation (as delivery or instruction) sub-systems.

The policy "sub-system" is, in reality, not a structural component but has enormous influence on how well the particular system performs and towards what end. It articulates clearly or vaguely the mission of the national E&T, hence dictates the basic needs at that cycle.

Like the policy "sub-system", the logistics component also has a much broader national character. But unlike it, this component is truly a structured sub-system within each of the E&T cycles. It is organized and operated to provide the necessary inputs for effective E&T programmes and services.

Another structured sub-system usually with a dual character is the monitoring or control component. In some countries it is referred to as the Inspectorate at the national level. Its function is to conduct evaluations on the effectiveness of the transformation or delivery sub-system. Rarely does it evaluate the national E&T policy statement.

The fourth and final "sub-system" is the transformation delivery or component. It is essentially the most basic aspect of E&T. Thus, is operates at the very micro-level in the classroom, laboratories, shops, farms, or homes between the trainer/teacher and the trainee/learner.

Outcomes of Education and Training Programs

Output resulting from the E&T transformation or delivery is basically quantitative in terms of the amounts of competencies, skills and knowledge acquired and qualitative with respect to attitudinal and behavioral changes in the learner as is depicted in Figure 2. Educators and development planners in developing countries tend to place disproportionately greater emphasis on the quantitative output at the expense of the qualitative. There appears to be some increasing awareness of the impact of the qualitative outcome on manpower productivity and efficiency. An

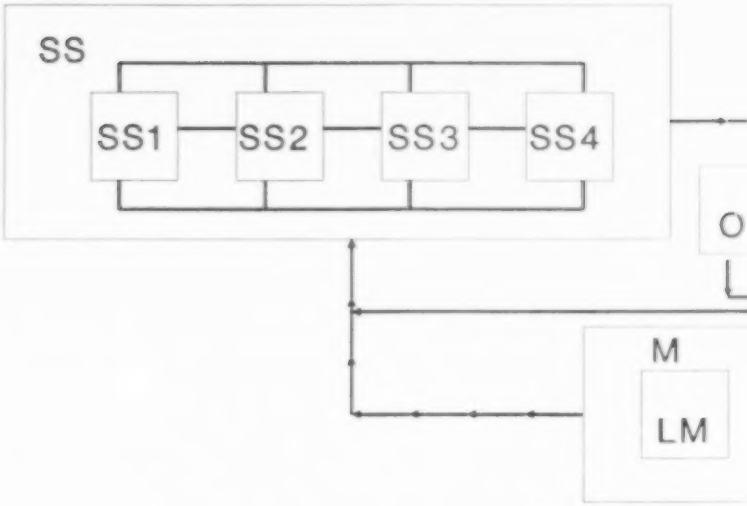
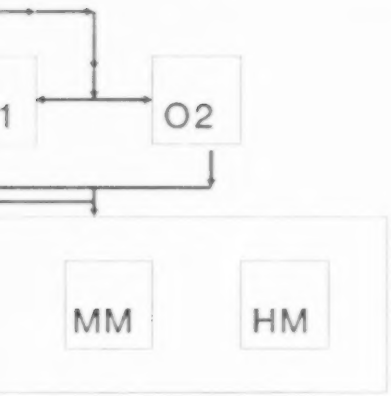


Figure 2. Relationships Between Educat
Cycle, Types of Outputs, and Manp
(bin Yahya, Richardson, and F

Sub-Systems (SS)

1=Mission, policy, rules, regs, procs
2=Logistics and inputs
3=Internal monitoring, supervision, & eval.
4=Transformation or delivery or instruction



ional System Within a
ower Base Levels
Riley, 1986)

O=Outputs
O1=Quantitative output
O2=Qualitative output
FB=Feedback

M=Manpower base
LM=Lower level
MM=Middle level
HM=Higher level

adequate balance in emphasis on both types of outcome should be the desired goal.

E&T Programs and the National Manpower Base

The ultimate goal of E&T whether sponsored domestically or internationally is to meet the national manpower needs (in both the size and quality of the labor force) at three levels - lower, middle (or technical) and higher (or professional). Refer to Figure 2. It appears most developing countries have skewed manpower bases in favor of the lower level and sometimes lower and middle levels.

E&T has a major role to play in national development. Consequently, in order to maximize this role, the relationship among its elements need to be fully understood. A discussion on both the role of E&T and the relationships among its components falls outside the scope of this paper. Suffice it to note, however, that an appropriately designed and fully developed E&T model for any developing country should be capable of producing outputs that are reasonably balanced quantitatively and qualitatively.

Also, the outputs must have acceptable "lower-technical-higher" level manpower ratios. Too, inter-system and inter-subsystem linkages need to be clearly defined and should remain strong in order to maintain a purposeful E&T.

THE CULTURAL IMPERATIVES

Essentially, the goal of IE&T programs is to facilitate and hopefully sustain development, defined by Vitanyi (1985, p. 10) as "the kind of transformation that achieves a new dimension" for a society or an economy. Every society is circumscribed by its own peculiar culture, which according to Vitanyi (1985, p. 10) is "the totality of the rules, procedures, regulatory systems and strategies by which human society functions" and he concludes that "culture is not an accessory, a surplus, some redundancy or luxury that rich people can afford, but a dynamic principle determining the condition of all of society". Similarly, Weitz (1986, p. 45) defines development as "modifications in the systems of values".

Development, therefore, is as cultural a process as it is social and economic. Consequently, efforts to bring it about must be culture sensitive and culture responsive. Since the purpose of IE&T project evaluation is to determine the degree of impact of human efforts toward development, models or designs used should be conceptualized and contextualized to be adequately sensitive and responsive to the target culture.

In order to achieve cultural sensitivity and responsiveness, IE&T project evaluation models must be based on a framework developed on sound cultural foundations. These could be referred to as cultural imperatives. They should serve two main functions. First, the IE&T project evaluator must recognize these imperatives as critical antecedents serving as necessary variables to be measured and described in the evaluation process. Second and elatedly, these variables serve as moderator variables when analyzing the data and interpreting the findings. Consequently, the IE&T evaluator should be cautious when reporting the impact of IE&T programs.

In order to be highly responsive, a framework for IE&T project evaluations should identify and account for the key cultural elements with the social setting of interest. Seven clusters (displayed in Table 1) of such imperatives are identified and their universe of linkages is presented in Figure 3. Each cluster is briefly discussed.

First, is national politics, which can produce and in turn be sustained by volatile issues and conflicts of interests. The IE&T evaluator must recognize and fully understand how such a variable effects her/his professional activities.

Second, at the grassroots level, there are polities of tribes of tribes, sub-tribes, sheikdoms and clans. These are often ruled by traditional chiefs, heads or even kings or queens. Recognition of their existence and the influence wielded by the rulers is imperative. It is equally critical to recognize that there always seem to be a politics-polity conflict in most developing countries where tribal loyalties sometimes are stronger than sheer nationalism.

Third, issues and concerns on religion, which might be traditional (e.g. idol worship) are imported but substantially indigenized and constitute another imperative. Fourth, collective social systems and institutions, such as marriage, the family, inheritance, fraternal groups and forms of kinship bonds are powerful forces which must be accounted for in an IE&T project evaluation model or design. Fifth, and related to the social systems and institutions are interpersonal relationships, norms, values and beliefs and their structures.

Sixth, the prevailing economic systems, especially the domestic modes of production and distribution of goods and services should be accorded sufficient attention. Most traditional producers in developing countries, for example, are significantly affected by a world-market system of which they are, at best, vaguely aware.

Finally, there is the "education" with respect to the survival of a particular culture or community which is crucial. Even more

Table 1. Clusters and Subclusters of Critical Cultural Variables that Impact on IE&T Projects

A. Social Systems and Institutions

*Marriage
*Family
*Inheritance
*Fraternal Groups
*Sororal Groups
*Kinships

B. Interpersonal Relationships

*Mores
*Norms
*Values
*Beliefs
*Folkways
*Attitudes

C. Polities

*Clans
*Tribes
*Sheikdoms
*Chieftains
*Kingdoms

D. Politics

*Nationalism
*Ideological Systems
*International Politics
*Regionalism
*Sectionalism

E. Religion

*Moral Code and Practice
*Spiritual Code and Practices
*Ethical Principles and Practices

F. Economic Systems

*Production Activities
*Vocations
*Role of Members of
- Family
- Community
*Service Activities
*Commerce

G. Education and Technological Bases

*Indigenous Knowledge Systems
*Indigenous Technologies and Skills

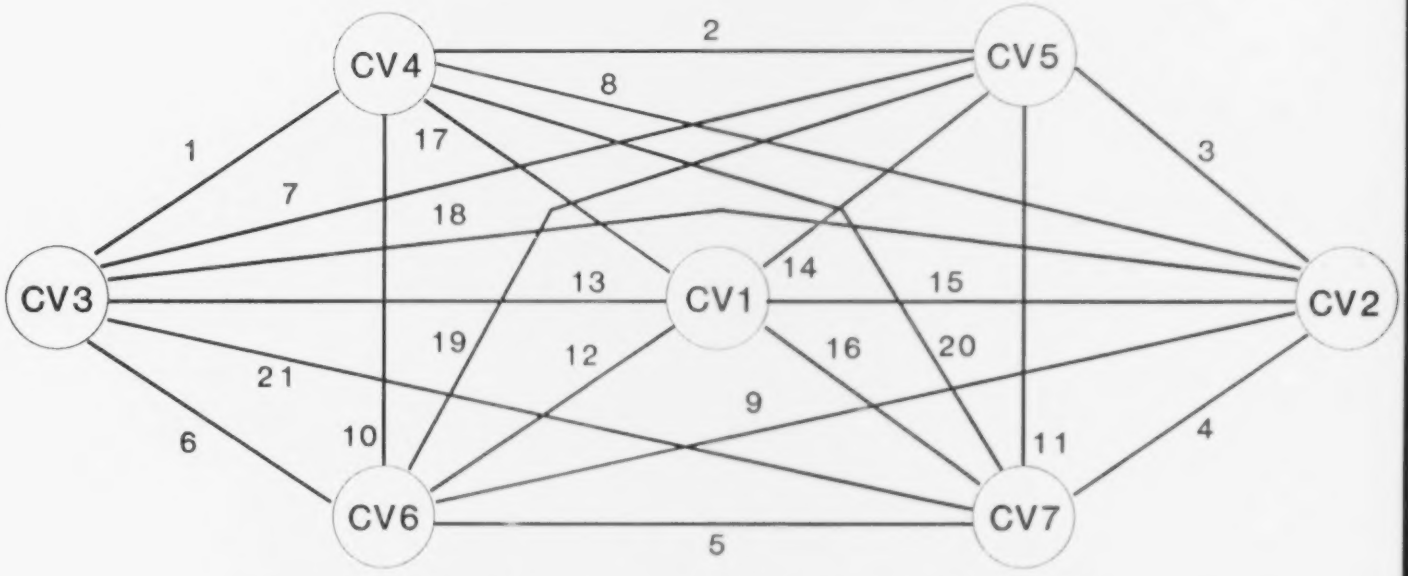


Figure 3. Major Clusters of Critical Cultural Variables
and Their Universe of Linkages
(bin Yahya, Richardson, and Riley; 1986)

CV=Cultural Variables Cluster
CV1=Social Systems and Institutions
CV2=Interpersonal Relationships
CV3=Politics (Clans, Tribes, Chieftans, Kingdoms, Sheikdoms)
CV4=Religion
CV5=Economic Systems and Functions
CV7=Politics (Nationalism, Ideological Systems, etc.)

important is the need for an evaluation model that fully recognizes the unwarranted conflicts that usually exist in most developing countries between their indigenous types of education and the prevailing national educational system. The latter which is usually a legacy of colonialism is still heavily influenced by external ideologies, economies, politics, and social systems.

It is noteworthy to point out that these seven clusters of imperatives have collective roles: they immeasurably influence the process and output of E&T in all developing countries. In this regard they have an aggregate function that cannot and should not be ignored or discounted vis-a-vis designing and conducting IE&T project evaluations.

PRAXEOLOGICAL ISSUES

We shall now address two basic practical issues necessary for conducting meaningful IE&T project evaluations. The two bear directly (a) on the critical questions worth asking and (b) the major phases of the evaluation process itself.

Asking essential and critical questions is the first major consideration. Questioning is a critical task for any purposeful human endeavour. Relevant questions and their responses serve to establish support for decisions that need to be made. In IE&T project evaluations, there are fundamental questions that must be posed in order to address major preliminary issues or concerns before any activity is undertaken.

The first question relates to the scope of the evaluation. For example, should the evaluation be at the macro or micro level? Macro-evaluation refers to the assessment of the appropriateness, relevance and adequacy of the policy and goals component. For instance, does the policy statement reflect the real needs of the target population? It could be undertaken on either kind of output. However, it usually is used almost exclusively when evaluating the transformation-delivery sub-system.

Secondly, a decision has to be made as to the intensiveness or depth of evaluation. Should the evaluation, for example, be partial or comprehensive? Partial evaluation accounts for only certain aspects of a component or number of components as may be determined to warrant evaluation. An assessment of the performance of school science laboratories would constitute such evaluations. Where a thorough and complete evaluation is suggested of a cycle, hence its sub-system and outputs as these affect the manpower pool of the nation, this is comprehensive evaluation. A true comprehensive macro-evaluation should, for example, involve all cycles and their subsystems. Likewise, a comprehensive micro-evaluation of the transformation-delivery sub-system, which is nation-wide in scope, is yet another example.

Finally, there is the issue of who should conduct the evaluation. Thus, is a single evaluator capable of efficiently and effectively conducting the evaluation? Is a team of evaluators needed? Such decisions are based on several factors; among them are the depth and breadth of the evaluation.

The second major consideration focuses on eleven key phases, each involving a multitude of specific activities. These phases are presented in both diagrammatic (Figure 4) and tabular (Tables 2 and 3) forms. Eleven major steps or phases are presented starting with the careful identification to legitimate audiences and systematically followed through to the "feedback" phase. Particular attention should be paid to the six loops (L1-L6) which represent reconsideration points during the evaluation process. Table 3 offers a brief statement of purpose for each of the eleven phases.

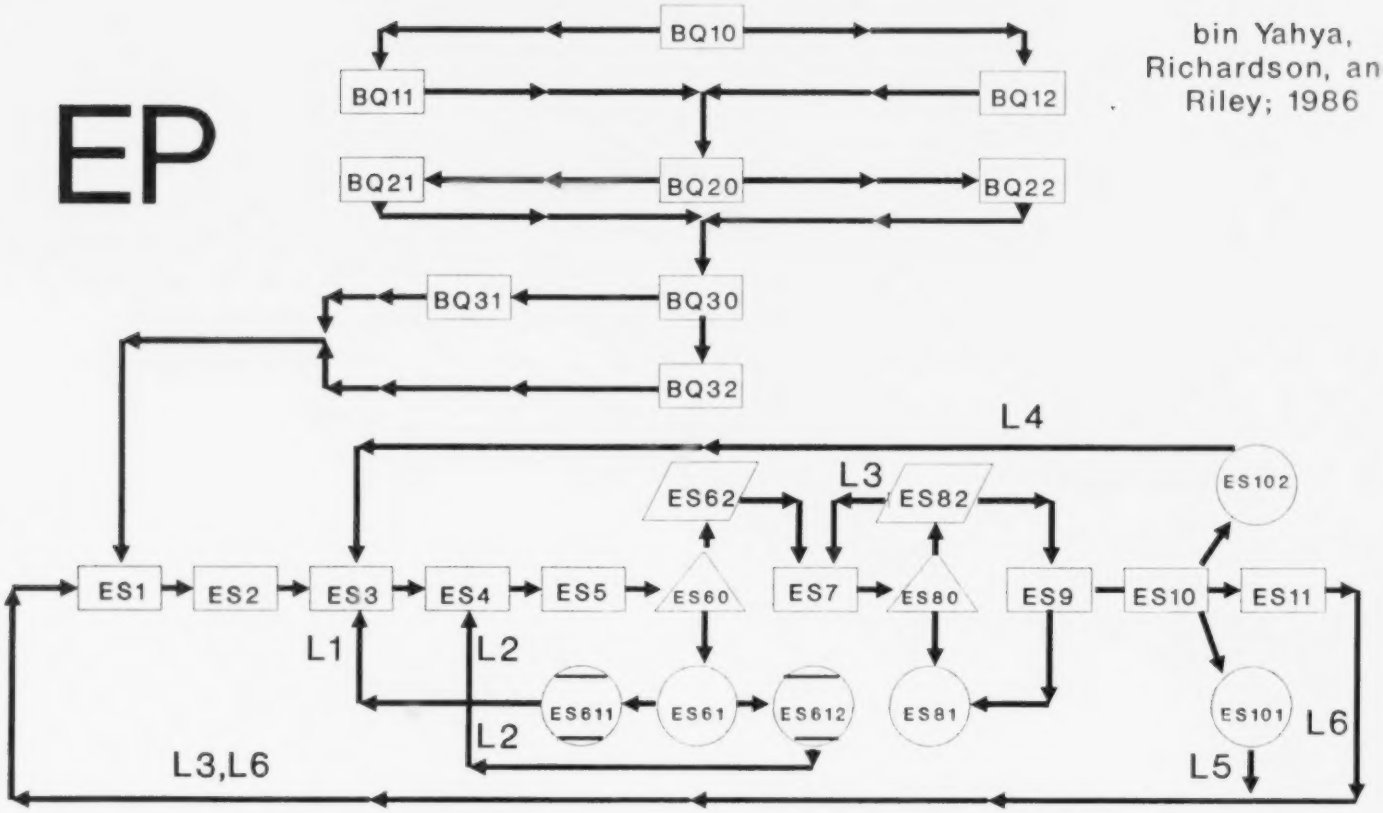
A BASIC UNDERLYING ASSUMPTION

Many, probably most IE&T project evaluations last only about two weeks. This duration appears to be too short and, therefore, inadequate for conducting effective evaluations. Of course, there are exceptions. For example, a micro-evaluation of the transformation-delivery sub-system where the activities are concentrated within readily accessible locations and involving a limited number of teaching-learning situations could be conducted within two weeks. Comprehensive social impact analysis (SIA) of IE&T projects cannot be undertaken within such short periods of time.

If the purpose of IE&T project evaluators is, apart from satisfying benefactor demands of mid-term and terminal evaluations of a project, to help improve planning and management, as well as the delivery of services, then evaluation time needs to be seriously reconsidered. Two weeks should be a suggested minimum while an average of three to four weeks be considered as a more realistic time to effectively appraise most E&T projects.

It appears the primary consideration in the context is the cost involved for extending the evaluation time of projects. It is our strong belief that the additional fiscal obligations will certainly be offset by the added data and results of the evaluation.

In short, IE&T project evaluations need more time than current practice allows if they are to be conducted effectively and purposefully. We do recognize, however, that budgetary constraints greatly influence decisions on the determination of evaluation time.



bin Yahya, Richardson, and Riley; 1986

Figure 4. Major Steps in the IE&T Project Evaluation Process

EP▪Evaluation Process
BQ▪Basic Question
BQ1▪Micro- or Macro-Evaluation
BQ2▪Partial or Comprehensive Evaluation
BQ3▪Individual or Team Evaluation

ES▪Evaluation Step
ES1▪Audience/Client ID
ES2▪Preplanning
ES3▪Planning
ES4▪Design Model
ES5▪Validation
ES6▪Reconsider Design
ES7▪Implementation
ES8▪Monitoring
ES9▪Reporting
ES10▪Meta-Evaluation
ES11▪Feedback

Table 2. Major Steps in the IE&T Projects Evaluation Process

Evaluation Steps

1. ES1 - Identification of all (Clients) and Audiences
2. ES2 - Pre-Planning
3. ES3 - Planning
4. ES4 - Culture-Contexted Design
5. ES5 - Testing
6. ES6 - Reconsideration of Design-I
7. ES61 - Decision: Unacceptable Sensitivity Index (USI)
8. ES611- USI, Major Modification (Loop 1 to ES3)
9. ES612- USI, Minor Modification (Redesign) (Loop 2 to ES4)
10. ES62 - Acceptable Sensitivity Index, ASI
11. ES7 - Implementation
12. ES8 - Decision; Recommendation II - Monitoring System
13. ES81 - No Modifications or Adjustments Needed
14. ES82 - Modifications Needed (Loop 3 to ES7)
15. ES9 - Reporting
16. ES10 -Decision: Meta-Evaluation
17. ES101-Use External Evaluator(s) (Loop 5 to ES1)
18. ES102-Use Same Evaluator(s) (Loop ES3)
19. ES11 -Reconsideration III - Feedback (Loop 6 to ES1)

Table 3. Major Steps in International Education and Training Project Evaluation Process

Step	Primary Purpose
Identification of all clients and audiences (or legitimate stakeholders)	Recognize their respective biases, hence chart a course of objectivity
Pre-planning: careful, critical review of project document	Ensure fuller understanding of purpose/goal and objectives of intervention or program
Planning	"Get your act together" before embarking on data gathering
Preparation of a culture-contexted design	Assemble a package that would be culturally sensitive and situationally responsive
Testing or Validation	Determine degree of responsiveness and sensitivity of design
Reconsideration of design -1	Refurbish evaluation plan and design
Implementation	Collect data and information
Reconsideration - 11 Monitoring system	Consider questions of scarcities, improvisation and alternatives
Reporting	Informing the relevant audiences of outcomes; "Let the chips fall wherever and however they may"
Meta-Evaluation: Evaluation of the evaluation	Assess the worth of the evaluation
Reconsideration-III: Feedback	Identify strengths and weaknesses of both the program or project and the evaluation exercise to improve decisions on future programing

CONCLUDING REMARKS

Education and training programs and projects have characterized the international development arena. Attempts at making these intervention efforts more efficient and effective seem to remain a cardinal goal of international development agencies and aid donors and beneficiary governments. In order to achieve this goal, project evaluations are usually and frequently planned and implemented.

Though the practice of IE&T project evaluations seem to have gained wide acceptance, there appears to be no appropriate model to satisfy the varying needs or purposes os such evaluations. This could be largely attributed to the lack of any sound framework anchored on strong conceptual and theoretical bases and totally circumscribed by cross-cultural sensitivity and responsiveness.

In this paper, an attempt was made to heighten the awareness: of (1) the need for a framework which is presented in Figure 5, on which to develop IE&T project evaluation models and (2) that these models should account for prevailing cultural antecedents which greatly influence the implementation of the IE&T projects, the activities of the IE&T project evaluator, and how she/he interprets her/his findings.

Finally, we would like to draw particular attention to the point that our efforts is intended primarily to sensitize the IE&T community to the dire need for evolving a framework for IE&T project evaluations, and that such a framework would require constant refinement.

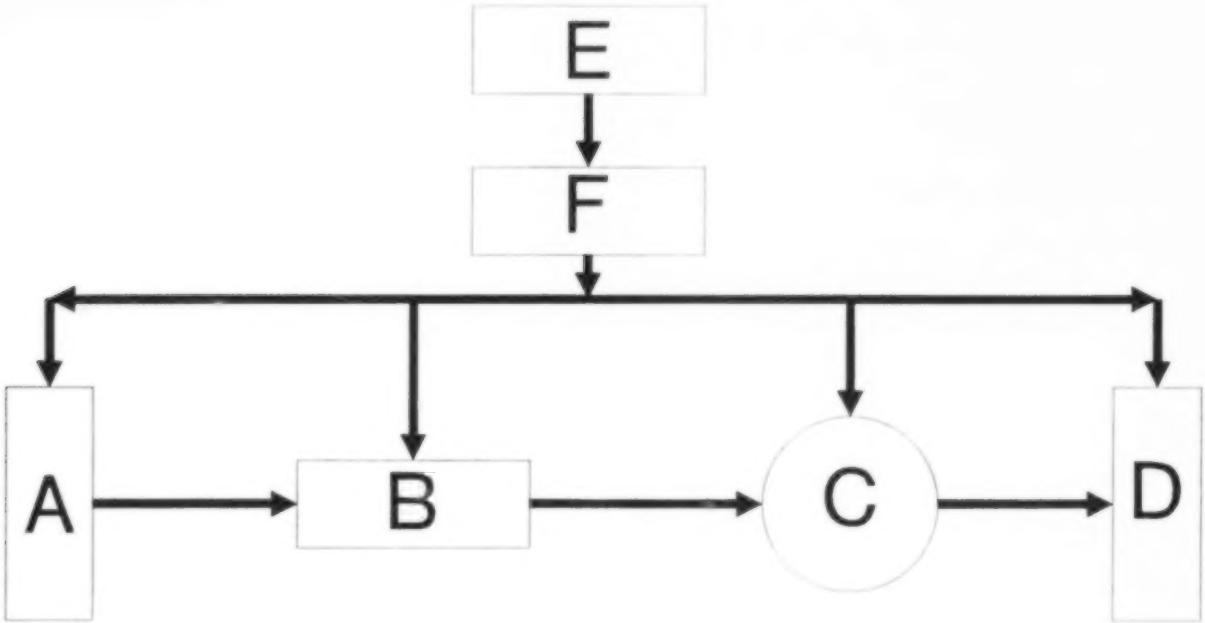


Figure 5. A Simplified Scheme for a Simplified Holistic Framework for IE&T Project Evaluations (bin Yahya, Richardson, and Riley; 1989)

A=Main types or modes of AE&T projects
B=Subsystems
C=Main types (or nature) of outcomes
D=Main levels of manpower
E=Evaluation process
F=Critical cultural variables clusters

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